

MEETING OF THE GENERAL FACULTY

Wednesday, September 22, 2021

11:10 a.m. - 12:40 p.m.

Zoom conferencing [link](#)

Join Zoom Meeting

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Meeting ID: 891 0705 3378

Passcode: 318274

One tap mobile: +13126266799,,89107053378#,,, *318274# US (Chicago)

1. Call to Order
2. Committee Reports
 - a. [CUPP](#) (written report) Professor D. Bollivar
 - i. [CUPP Motion 1](#): CUPP Motion for Instructional Staff Handbook Language
 - b. [Curriculum Council](#) (oral report) Professor A. Coles
 - c. Promotion and Tenure Committee (oral report) Professor J. Themanson
 - d. [Faculty Development Committee](#) (oral report) Professor K. Nielsen
 - e. Nominating Committee (oral report) Professor S. Ferguson
 - f. Assessment Committee (oral report) Professor J. Lowe
 - g. [Undergraduate Research Advisory Committee](#) (oral report) Professor M. Evans
 - h. [CETAL](#) (written report) Professor B. Reissenweber
3. Old Business
4. New Business
5. Administrative Reports
 - a. President Report (oral report) President Nugent
 - b. Provost Report (oral report) Provost Mark Brodl
6. [Announcements](#)
7. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, September 1, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot.

Summary of business conducted:

- Covid resolution (see New Business). Motion **passed**.

Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 11:13 am.
2. **Welcome and introduction of new faculty.** Accounting: Michael McLaughlin and Leigh Moon, Lab Coordinator: Wathsala Waduge, Economics: Hieu Nguyen, Jennifer Rushlow, English: Allison Serraes, Library: Abigail Mann, Nursing: Lorenzo Begay, Brenda Drury, Elaine Hardy, Physics: Chris Nelson, Dileep Karanth, Sociology: Julia Cheng, WLLC: Cristina Almeida Vlez.
3. **Approval of the Minutes** of the April 21, 2021 Faculty Meeting. Minutes approved.
4. **Opening Remarks,** President Nugent, with support on Covid matters from Prof. Folse.
 - **Covid:** Recognize we are all fatigued and anxious about Covid. Try to remain sensitive to concerns across campus while following national guidelines.

On mandating vaccines: the administration was waiting for full FDA approval; campus was notified that vaccination would become mandatory once at least one vaccine was FDA approved, and that has now happened. On decision to have 3-ft distancing: following K-12 guidelines, and impossible to have in-person classes with 6-ft distancing.

Of the Covid cases among students, majority are of vaccinated students, and majority of cases are asymptomatic or mildly symptomatic. Many students did not notify the university for this reason until testing occurred. Please reinforce that students should go to Arnold Health Services rather than self-diagnose. Note Arnold accepts appointments, but not walk-ins. Faculty should not anticipate hearing from Arnold Services unless the faculty member was a close contact of a student in the system, or in case of information gathering regarding contact tracing. If faculty are contacted by a student that claims they have Covid, encourage the student to make an appointment with Arnold Health Services, and cc the Arnold email to make sure the student gets into the system for contact tracing.

- **Report commissioned on Diversity, Equity, and Inclusion.** Draft completed, provided to Board of Trustees Executive Committee. One point accepted in principal: coordination at the cabinet level, which probably will mean a new hire.
- **Administrative Review.** Material has been compiled, has gone to the advisory group. Next step is to prioritize the list of questions and suggestions.
- **Provost Review.** Faculty survey. Next step is 360 degree survey of trustees, VPs, direct reports. President Nugent will draft a report and summary.
- **Innovation fund.** Donor gifted \$25k to fund new courses and new ideas that either 1) promote diversity, equity, inclusion or 2) bridge existing disciplines or schools.

5. **Committee Reports**

a. CUPP (written report), Prof. Bollivar

Prof. Bollivar read remarks regarding expectations for how faculty interact with each other (Secretary's note: see Appendix B). The CUPP chair clarified that these expectations are recommendations that CUPP has approved, but will not be policed, nor are they part of tenure and promotion. In the ensuing discussion of these expectations, several faculty expressed concerns. One expressed the opinion that requests for civility are requests for silence. Another that normalization of civility can be hijacked to exclude people from other cultural backgrounds. Another that no restriction on extramural utterances should happen.

Q: Did discussion of new programming at the Heartland event align with program review. A: Discussion included two potential areas for new investment, namely Business and Nursing. For updates on other areas, ask the Provost. Q: Will opening remarks by the President become a standard agenda item going forward? A: No, the special circumstance for this meeting was Covid policy and introduction of new faculty.

Motion to postpone consideration of the CUPP report. Motion passed.

6. **New Business – Motion** made as follows:

The faculty strongly urge the administration to adopt and enforce the following policies immediately, with the understanding that they may be amended or repealed once the COVID-positive percentage among the IWU community drops to 1% or below.

1. Students in high risk groups will be COVID tested twice a week. High risk groups would include unvaccinated students and categories indicated by current data such as class-year, activities, residential hall etc.
2. All faculty/staff/students will wear masks in- and out-door setting. Exceptions could be made for activities such as sports and music within low-risk groups.
3. Provide sufficient support to Monica Wong so that faculty can be notified quickly about absences due to students contracting COVID or being close contacts.
4. Promptly share news on the COVID dashboard about policy violations by members of the campus community and actions taken both to ensure safety and as consequences of the violation. The information shared should be as complete as possible except for naming violators.

7. **Adjournment** – Meeting adjourned at 12:50 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix A – Ballot results.

Motion under new business. Motion **passed**.

Yes – 53, No - 30

Appendix B – Remarks by Prof. Bollivar.

The list of expectations for faculty meetings in the CUPP report was created in response to several different observations. The first was a young faculty member essentially calling out the tone of conversation at one of the faculty meetings at the end of last year in the chat during the meeting. The second is the DEI report that will be coming out in the near future and highlights the climate on campus and specifically mentions the incivility of faculty meetings, and the third was the reading of some faculty quotes, some from 2016, some current. I personally felt that this was an issue that needed to be addressed and asked CUPP to help support the development of expectations.

“There are a small number of vocal bullies on campus, and other faculty don’t know how to shut them down.”

“You can see examples of incivility at faculty meetings.”

“We have some very belligerent faculty. ...Faculty are defensive, they’re hunkering down, and it’s been this way a long time.”

“There’s a toxic environment between faculty here.”

DEI report:

Concern for a toxic faculty climate, especially within faculty meetings. Notes of personal name calling, incivility, bullying.

Recognition that “faculty go after” administration; that is, that faculty members would regularly and intentionally make comments that were antagonistic of senior leaders, often in ways that seemed personal rather than simple disagreements of approach and decision making.

Palpable tension between faculty and staff.

CUPP received a concern about the expectations that I will be reading in a few minutes with reference to an AAUP web page on the issue of civility and how administrators can use this against faculty. This is why I think it is very important to emphasize a few things. First, this is a set of expectations that will not be placed in the faculty handbook, it has no part in any decision about faculty promotion, tenure, and will not be used to discipline any one. It is not something to be policed. It is a reminder that we as a faculty can do better.

The last paragraph of the web page on the AAUP reads:

While the AAUP has noted that “civility and tolerance are hallmarks of educated men and women” and that “serious breaches of civility” should be “condemn[ed],” it maintains that “adequate cause for a dismissal will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers” and, further, that “consideration of the manner of expression is rarely appropriate to an assessment of academic fitness.”

To create an inclusive community that is diverse and equitable there needs to be a set of expectations for how we interact with each other. The following list of expectations applies to meetings, but also applies to how we talk with each other and about each other in private.

- 1) Treat all community members with kindness, respect and consideration, valuing diverse views and opinions
- 2) Communicate openly, with respect for other community members, critiquing ideas rather than individuals.
- 3) Refrain from demeaning, discriminatory, or harassing behavior and speech directed toward others.

MEETING OF THE IWU GENERAL FACULTY

Wednesday, September 22, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot. This extra meeting was called in order to finish business from September 1.

Summary of business conducted:

- CUPP motion for Handbook changes related to the inclusion of Instructional Staff – Motion **passed**

Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 11:13 am.

2. **Committee Reports**

a. **CUPP** (written report) – Prof. D. Bollivar

The faculty member who had made the motion at the last meeting to postpone consideration of the CUPP report noted that their concerns had been addressed through conversations with the parliamentarian – by default reports are filed as information items, but the body does not officially adopt committee reports unless there is a motion to that effect.

CUPP **motion:** Instructional Staff Handbook changes. These appear in Chapter 2. A faculty member expressed support for the motion, and summarized the motion as creating a new class of employees whose rights and responsibilities have partial overlap with faculty. As one example, instructional staff are full voting members of faculty meetings.

b. **Curriculum Council** (oral report) – Prof. A. Coles

New calendar deadlines on the CC website. New handbook is being finalized. Proposals should be submitted through the Mellon Center website.

c. **Promotion and Tenure Committee** (oral report) – Prof. J. Themanson

Working on carryover business regarding physical education faculty and trainers. Look for proposed handbook changes during upcoming meetings.

d. **Faculty Development Committee** (oral report) – Prof. K. Nielsen

Finishing up review of first round of grants. Oct 11 is the next deadline.

e. **Nominating Committee** (oral report) – Prof. S. Ferguson

Discussed vacancies, and a call for nominations went out. Look for a ballot to be sent out soon.

f. **Assessment Committee** (oral report) – Prof. J. Lowe

Begun the work of reaching out to department liaisons making sure they submit annual reports. Will be reviewing those submitted. This year, the general education categories being assessed are Gateway, Writing, Global Diversity, and US Diversity.

For questions, email assessment@iwu.edu.

- g. **Undergraduate Research Advisory Committee** (oral report) – Prof. M. Evans
No questions on the September 1 written report.

- h. **CETAL** (written report) – Prof. B. Reissenweber
Working on programming that will roll out soon.

3. **Old Business** – none.

4. **New Business**

A faculty member requested an update on a decision on the course banking system, an action item that has been discussed for multiple academic years. President Nugent reported that cabinet has spent time discussing the issue, and notes that buying out current credits costs in excess of \$100k. The Provost views the broader issue of research credit as also being tied to other high-impact practices, such as internships, study abroad, and community work. The Associate Provost added that the internship handbook gives some guidance on credit and amount of work required, but the same guidance is missing for independent studies and undergraduate research. The chair of CC reported that Curriculum Council has been asked to look at the internship program, and plan to host forums on this topic.

A faculty member brought up the fact that CUPP formed a task force during the 2019-20 AY and voted to approve its recommendations (Secretary's note: see minutes of the 1/13/2020 faculty meeting).

Other points brought up in the discussion included support for continued faculty involvement in internships, private relationships being helpful in placing students, and noting that University of Waterloo as a year-long co-op program where students get placed with companies.

5. **Administrative Reports**

a. **President Nugent**

IWU is highly ranked for job placement. Last week there were 0 Covid positives.

Note on Provost review: handbook calls for survey of faculty on all 17 duties in the handbook, but not all faculty surveyed could comment on all 17 duties. So instead, the survey was organized around strengths, weaknesses, and suggestions for improvement. Consistency across all instruments in both strengths and weaknesses. The President then spoke with the Chair of the Board of Trustees and the Provost, and chose to reappoint the Provost.

Work on the DEI report continues; meeting of the executive committee of the BOT on Sept 30, homecoming is happening but will be truncated.

b. **Provost Brodl**

The Associate Provost reported on the summer term. On many measures it was a great success. There were 164 enrollments, with \$100k in net revenue. There is some evidence that students are choosing IWU over other universities. Of 25 courses initially offered, 14 gained sufficient enrollment. Robust enrollment was helped by being listed in the initial announcement, being online mode, and having Shared Curriculum

attributes. Academic administration desires to continue summer terms and institutionalize them. The goal going forward is to reach out more to non-traditional students.

6. **Announcements**

7. **Adjournment.** The meeting adjourned at 12:18 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix A – Ballot results

CUPP motion for Handbook changes related to the inclusion of Instructional Staff – Motion **passed**.

Yes – 56, No - 4

Curriculum Council Consent Agenda

Academic Year: 2021-22

October 6, 2021

The information below reflects CC actions taken in response to department/program requests since the last meeting of the General Faculty. Any colleague wishing more information about any of these CC actions should contact the Chair of Curriculum Council and the Associate Dean of Curricular and Faculty Development. All written documentation on these requests, including proposals for General Education credit, is available for any member of the General Faculty to review. Because faculty members provide detailed justification for General Education proposals, no attempt is made to summarize those rationales here. By definition, items on the consent agenda are not intended to be the subjects of questions or discussion, but at the outset of the meeting, any faculty member may request that an item be removed from the consent agenda for subsequent discussion during the regular CC report. Members of the Council will then be happy to answer questions or provide information on the Council's actions.

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
BIOL 399/499	001	Off-Campus Research/Research/Thesis	Off-Campus Research (.5) (1) Research will be conducted off-campus in collaboration with a research program approved by the Biology Department chair and a supervising faculty member. The research will be summarized on campus in a scientific paper, and in a poster or oral presentation. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108 (Credit/Non-credit; must have a major or minor in Biology). May be repeated but only one course unit may be applied to the major. Offered each semester. Research/Thesis (.5) (1) Experimental or theoretical examination of an unsolved problem on a topic of interest to the student and cooperating faculty member. A significant paper detailing the findings of the investigation is expected at the conclusion of the work. (1/2 or 1 unit) May be repeated but only one course unit may be applied to the major. Offered each semester.	Change number of units that count towards major	NONE	NONE
CS 440	002	Compiler Construction	Compiler Construction Study of the techniques for translating high-level programming languages into executable machine code or byte code: lexical analysis, syntactic analysis, contextual analysis, and code generation. Comparison between compilation and interpretation as approaches to programming language implementation. Optional topics include: garbage collection, polymorphic type checking, optimization, implementation of virtual machines. Prerequisites: CS 355. Offered as needed.	Change prerequisite	NONE	NONE
CS 397	003	Internship	Internship (0) This non-credit course is offered by arrangement with the department head. Application must be made at the beginning of the	Deletion	NONE	NONE

			semester prior to the internship. Prerequisites: CS 128 with a C- or above. Offered each term.			
ENST 175	004	Environmental Justice	Environmental Justice (1.0) (AV) Investigate global instances of environmental injustice, and the natural and social conditions that lead to them. By researching case studies across environmental topics (e.g., clean water availability, fast fashion, climate change, etc.), students in this class will interrogate personal and societal values about building an environmentally just future. Offered occasionally.	General Education category for experimental course	AV	NONE
WGSS 101	007	Introduction to Women's Gender & Sexuality Studies	Introduction to Women's, Gender, and Sexuality Studies (CSI, U) The study of women's lives, the construction of gender roles, and issues in sexuality in American culture and society. Topics may include diverse perspectives on sex, gender, and sexual identity, personal health and sexuality, the relationship of gender, class, and ethnicity, and specific social issues such as economic discrimination or gender-based violence. Offered annually.	Change title and course description	CSI	U
WGSS 270	008	Special Topics in Women's, Gender, and Sexuality Studies	Special Topics in Women's, Gender, and Sexuality Studies. Designed to explore a topic of special interest in Women's, Gender, and Sexuality Studies. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if the course earns general education credit. Offered occasionally.	Change title and description	NONE	NONE
WGSS 370	009	Special Topics in Women's, Gender, and Sexuality Studies	Special Topics in Women's, Gender, and Sexuality Studies. An examination of selected topics in Women's, Gender, and Sexuality Studies at the advanced level, including theoretical approaches. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if the course earns general education credit. Offered occasionally.	Change title and description	NONE	NONE
WGSS 397	010	Internship	Internship. Directed research and work for experiential learning with a community organization, not-for-profit association, social service agency, or business focused on issues related to sexuality, women and/or gender issues. See Career Center for additional information. Prerequisites: declared WGSS major or minor, successful completion of an introductory course in WGSS, junior or senior standing, and consent of the WGSS Director.	Change course description	NONE	NONE

			Offered each semester.			
WGSS 450	011	Independent Study	Independent Study. Individualized study (including directed readings) on a topic not normally in the Women's, Gender, and Sexuality Studies curriculum resulting in the preparation of a significant product such as a research paper or performance. Students must devise a plan of study in cooperation with faculty. Prerequisites: declared WGSS major or minor, junior or senior standing, successful completion of an introductory course in WGSS, and consent of the WGSS Director. Offered each semester.	Change course description	NONE	NONE
WGSS 490	012	Senior Seminar	Senior Seminar. (W) Advanced research and writing seminar examining theory in Women's, Gender, and Sexuality Studies. Students will research and write an independent analytical paper. Prerequisites: WGSS major/minor and senior standing, or consent of instructor. Offered each fall.	Change course description	NONE	W
PSYC 330	013	History of Systems of Psychology	History and Systems of Psychology (IT). A study of the historical, philosophical, and conceptual foundations of contemporary psychology. The course will trace "history of ideas" from early Greek philosophy to modern psychology, with particular emphasis on the Darwinian revolution. Prerequisite: two courses in psychology or consent of the instructor. Offered in alternate years.	Change course prerequisite	IT	NONE
INST	222	International Human Rights: An Introduction	International Human Rights: An Introduction. (AV) In this course, we will examine some of the basic theories that have defined the study of human rights and then explore issues involving rights and violations as they involve mass violence, poverty, and inaccessibility to basic health care. We also investigate international efforts to redress human rights abuses such as the working of truth and reconciliation commissions and international criminal courts.	Add Shared Curriculum Flag	AV	G

CUPP report

October 6, 2021

CUPP has met three times since the Sept.1 faculty meeting.

AAUP report: CUPP members discussed the [AAUP](#) report related to the termination of faculty without following handbook procedures. CUPP members agreed that the report reinforces what CUPP attempted to point out over the past year.

Provost Review: CUPP reminded the President of the need to complete the Provost review. At the Sept. 22 faculty meeting part of the process was completed, but not all. The president will be meeting with CUPP to discuss the review and complete the process.

COVID Response Planning Group: A committee originally formed to plan for the return to teaching in Fall of 2020 has continued to meet. CUPP requested and the administration agreed to review and revise the charge of this committee. The revised charge came with a name change to COVID Response Planning Group. Faculty representatives for this committee are Mark Liffiton and Chris Sweet. CUPP encourages faculty to contact these representatives regarding COVID concerns.

Academic Affairs reorganization: The Provost has relayed his decision to reorganize the Academic Affairs responsibilities. CUPP did discuss this reorganization over the summer with the Provost. The idea of Associate Deans that can focus on one area seemed reasonable though some of the resulting changes being implemented with regard to Chairs and Directors now having responsibility for approving ASD expenditures and travel reimbursements were not part of that discussion.

School and Department Reorganization: The Provost asked CUPP for advice on the process for renaming schools and reorganizing departments into schools. CUPP encouraged the Provost to have faculty bring the reorganizations forward to the Curriculum Council and ultimately for a vote at a faculty meeting. There does not seem to be clear guidance on this in the Faculty Handbook, but CUPP felt that the proposed process would give faculty a voice in these decisions.

Items remaining on the agenda for CUPP include further discussion of the consortial agreements and evaluation of the LCMC pilot programs, reactivation of the RAG workgroup that is working to make the role of this group clearer, a review and update of the Intellectual Property policy to include issues created with online teaching and ensuring protection for the course material developed by faculty.

Respectfully submitted

Dave Bollivar

CUPP motion for Oct. 6 meeting:

First Year Student Orientation at IWU ought to include prominently scheduled opportunities for multi-interested students to have interactions with faculty in areas of academic interest.

Curriculum Council Report
Oct. 6, 2021

The CC has met twice weekly since the September Faculty Meeting(s).

Announcements:

Academic Certificates: The guidance and form for proposing an Academic Certificate are now in the CC Handbook on our website: <https://www.iwu.edu/mellon-center/CC.html>. CC Motion 3 today clarifies in the Catalog that no courses for an Academic Certificate can be taken as No-Credit.

Internships: CC is undertaking an examination and update of IWU's internship framework to add improved standardization while maintaining faculty autonomy. We are working with campus constituents, including the Registrar's office, the ARC, and the Hart Career Center, and we welcome faculty expertise as well. Later in Fall 2021, we will have public forums about our progress. Any final internship framework will be subject to faculty approval.

CC Procedures for Majors/Minors with Consortial Components: CC has determined that our current procedures are sufficient to evaluate any forthcoming proposals from IWU faculty who want to create a new major around consortial course offerings, such as under the LCMC model. The IWU Catalog (p.80, 2021-22 version) stipulates that no more than 50% of major/minor courses can be taken outside of IWU, which will be a limiting factor for new majors/minors with consortial components. Consortial courses taken as electives will continue to be treated as transfer courses and their transfer equivalencies approved by chairs/directors, as is current practice. Please note that this is not CC's endorsement of any particular consortial model, but an acknowledgement that CC's current procedures are sufficient to retain faculty control over the curriculum, should a faculty member ask CC to vet a major or minor with consortial components.

Addenda to the CC Report:

Addendum 1: CC Records Management Policy: This addendum outlines CC's revised records management policy for inclusion in the Faculty Handbook. Because this appears in the Faculty Handbook Chapter III.B. Procedures and Policies for Standing Committees, Section 4. Curriculum Council Procedures, only CC approval is required to make the revision.

Addendum 2: Faculty Handbook Update: CC recognizes that the Faculty Handbook in 11 places still refers to the 'General Education Program' or 'general education,' which is now called the Shared Curriculum at IWU. See CC Report Addendum 2 for a list of proposed steps to update the Faculty Handbook to our current language. This addendum serves as the 30 day notice of a constitutional amendment to change the Faculty Handbook Chapter II (step #1 in the addendum).

Addendum 3: *Faculty Handbook Update*: at the Nov. Faculty Meeting, CC will move to add the Registrar, *ex officio* without voting privileges, to CC as a permanent member.

Motions:

1. Motion 1: Revision of the Women's, Gender, and Sexuality Studies Major
2. Motion 2: Revision of the Women's, Gender, and Sexuality Studies Minor
3. Motion 3: Catalog Revision: No-Credit courses cannot fulfill Academic Certificate requirements
4. Motion 4: Catalog Revision: Clarifying transfer courses for enrolled IWU students

Respectfully submitted by Amy Coles, Chair of CC

CC Report Addendum 1

The Curriculum Council has approved the following records management policy for CC and the associated change to Chapter III of the Faculty Handbook.

Records Management Policy for Curriculum Council

The goal of the records management policy is to communicate how documents received and created by Curriculum Council are retained, shared, and accessed in the Tate University Archives. Many thanks to Meg Miner for her assistance with the policy and proposed amendment.

1. For the full policy, please see page two.
2. Proposed Amendment to the Faculty Handbook

Chapter III.B. Procedures and Policies for Standing Committees, Section 4. Curriculum Council Procedures. This revision will add two new bullet points to the end of the list.

Current Language

Section 4. Curriculum Council Procedures currently ends with “Upon receipt of the completed forms, the Associate Dean of Curricular & Faculty Development shall send copies of all requests to all members of the Council.”

Proposed Additional Language

- *Reports and Records.* The Council shall securely retain or dispose of records according to the Records Management Policy for the Curriculum Council in the Appendix to Chapter III.B.
- *Executive Session.* Executive sessions should be for a single topic, have a clearly defined start and end, and have a clearly defined purpose. Appropriate reasons for entering an executive session might include discussions of delicate financial information, curricular staffing issues dealing with individuals, or curricular matters under litigation. The Council shall maintain minutes of all executive session discussions in accordance with the Records Management Policy in the Appendix to Chapter III.B.

					Action to be Taken:		
Records Group	Official copy holder	Retention Period	Retention Event	Retention Authority	secure shred/ delete electronic (note who/when)*	Permanently Retained	Archives/Access
Agenda, full semester	Committee	Current	--	--	Chair/ end of academic year	--	--
Agenda, meetings	Committee	Current	--	--	Chair/ end of academic year	--	--
Proposals and revised proposals	Associate Dean of Curricular and Faculty Development	Current	upon approval by cmte	--	Associate Dean of Curricular and Faculty Development	--	--
Working and reference documents related to the carryover agenda	Committee	Current	--	--	Chair/ end of academic year	Shared with next chair	--
Minutes - public - draft	Committee	Current	--	--	Chair/ end of academic year	--	--
Minutes - executive - draft	Committee	Current	--	--	Chair/ end of academic year	--	--
Minutes - public - final	Committee	Permanent	upon distribution	--	--	University Archives	Retained in the University Archives in a public collection
Minutes - executive - final	Committee	Current	upon approval by cmte	--	Chair/ end of academic year	--	--

Definitions from "Records Management at Illinois Wesleyan University":

Official copy holder: office with responsibility for following the retention schedule

Permanent: official copy will not be destroyed; suggest transfer to Archives after no more than 10 years in the official copy holder's office Current: retain only for the current fiscal

or academic year
-- : no action necessary

Notes:

*Physical Plant has contract, process in place for secure shredding.

**Timeline and responsibility for disposing of electronic documents created by Provost's Office will be established.

Guidelines above apply to documentation regardless of format (e.g., electronic, print)

drafted 4/21/20 SDK; updated 8/31/21 AJC

CC Report Addendum 2: Updating the Faculty Handbook re: 'Shared Curriculum'

The Faculty Handbook mentions General Education in 11 places as listed below. The General Education Program is now only part of the overall Shared Curriculum, so the term 'General Education' now excludes courses with a U or G flag, second languages, and physical education. The Faculty Handbook should reflect the new terminology of Shared Curriculum. Because of the procedures in updating the Faculty Handbook, CC recommends the following steps to implement these changes:

All references below are to the Faculty Handbook (2020 version).

~~Strikethrough language~~ will be removed and **bold language** added.

The responsibilities for approval are stipulated on p. II-17 of the Faculty Handbook.

1. A constitutional amendment proposed at the November Faculty Meeting:
The Curriculum Council moves that the faculty approve the following changes to Chapter II of the Faculty Handbook:
 - II-9 (Functions of CC): "The Curriculum Council shall advise and make recommendations to the faculty or to the President on all matters concerning the curriculum (including The ~~General Education~~ **Shared Curriculum**)..."
 - II-11 (Functions of the Assessment Committee): "Establish effective policies and practices for assessment of student learning by all departments, schools, interdisciplinary programs, and university-wide programs (including May term, study abroad, ~~general education~~ **the Shared Curriculum**, and internship)."
2. A faculty vote proposed at the November Faculty Meeting:
The Curriculum Council moves that the faculty approve the following changes to Chapter IV of the Faculty Handbook. Approval from the Provost and President is also required for this Chapter.
 - IV-9 (IV-B: on approving tenure-line positions): "all-university programs (including ~~General Education~~ **the Shared Curriculum**, May Term, Writing Program)"
 - IV-34 (IV-C: coaching responsibilities): "Support the curriculum of the Physical Education Department and university's ~~general education~~ **Shared Curriculum** requirements"
 - IV-64 (IV-H: reviewing dept. chairs): "reviewing and developing curriculum (for the majors and ~~General Education~~ **the Shared Curriculum**)"
3. CC and FDC will discuss with their committees and, if in agreement, move at the November Faculty Meeting to update their respective sections of Chapter III of the Faculty Handbook:
 - III-11 (FDC section): "(e.g., International **and Global** Studies, Information Technology, ~~General Education~~ **the Shared Curriculum**, and so forth)"
 - III-14 (CC section): "May Term courses that are exempt from the review process procedure include both special topics courses (typically numbered 170, 270, or 370) and explicitly experimental courses (typically numbered 175, 275, or 375) that are not requesting ~~General Education~~ **Shared Curriculum** credit ~~or a flag~~."

4. The President and Provost will, if they agree, update the following sections of Chapters I and V of the Faculty Handbook:
- I-13: "The Associate Dean of Curricular and Faculty Development will provide leadership in strengthening all curricular programs and assist in balancing the needs of particular academic programs with those of other disciplines and ~~general education~~ **the Shared Curriculum.**"
 - I-14: "Oversee the ~~general education program~~ **Shared Curriculum**"
 - I-15: "Managing departmental course offerings and faculty teaching assignments to meet the needs of students in fulfilling programs and degree requirements in ~~General Education~~ **the Shared Curriculum**, major and minor programs, and interdisciplinary programs"
 - V-20 (Sect. V-C): "Over the course of the first year, the FYA monitors the student's degree progress, tracking the completion of ~~General Education~~ **Shared Curriculum** and major requirements."

CC Report Addendum 3: Registrar Added to CC in the Faculty Handbook

This motion to amend the Faculty Handbook Chapter II will be brought to the Faculty at the November Faculty Meeting.

The Curriculum Council moves that the Registrar be added as a permanent member of the Curriculum Council, *ex officio* without voting privileges.

Rationale: The CC Handbook (p. 34 in the 2021-22 version) stipulates: “Each semester the CC votes on whether to invite the Registrar to attend meetings. If granted approval, the Registrar attends all meetings for the given semester.” But for the last eight years at our changeover meeting in May, CC has consistently voted to invite the Registrar to sit on CC, after which the Registrar attends CC meetings for the whole of the following academic year. The Registrar brings expertise on the IWU Catalog, the Banner system, historical information on course numbers, *et al.*, which is invaluable for CC’s deliberations on proposals and other curricular business. When CC votes to invite the Registrar to attend CC meetings, there is an understanding that the Registrar attends *ex officio* and will not vote on any actions during the meeting. The motion in question codifies CC’s current practices and acknowledges the Registrar’s important contribution to CC’s ability to conduct our business in a timely manner.

Faculty Handbook Language (Chp. II, Article III, Section 7; p. II-9)

Current Language:

Organization. The Curriculum Council shall consist of one representative elected by each educational unit, the Associate Dean of Curriculum and Faculty Development (or a designee) *ex officio* without voting privileges, and two student members chosen by the Student Senate.

Proposed Language (in red):

Organization. The Curriculum Council shall consist of one representative elected by each educational unit, the Associate Dean of Curriculum and Faculty Development (or a designee) *ex officio* without voting privileges, **the Registrar *ex officio* without voting privileges**, and two student members chosen by the Student Senate.

This addition to the Faculty Handbook, if it passes, will also be added to the CC Handbook on p. 30 and the stipulation that CC votes to invite the Registrar removed on p. 34 and on the CC website.

CC Motion 1: Revision of the Women's, Gender, and Sexuality Studies Major

The Curriculum Council moves that the faculty approve a revised major, changing Women's and Gender Studies to Women's, Gender, and Sexuality Studies.

Program Description (for the website)

The interdisciplinary major & minor sequences in Women's, Gender, and Sexuality Studies support the Illinois Wesleyan University's commitment to diversity and social justice through courses that open discussion about the ways in which gender and gender identity construct our lives and institutions. WGSS courses across multiple departments focus on gender issues in academic study, consider feminist perspectives in philosophy, politics and history, and challenge assumptions about women's roles, gender identities, and sexualities in American and world cultures. WGSS courses are open to all undergraduates and most offer general education credit to meet diverse IWU requirements.

Catalog Copy

Women's, Gender, and Sexuality Studies (WGSS) is an interdisciplinary curriculum that offers feminist perspectives on the human experience, analyzes the role and contributions of women in history, investigates the impact of the construction of gender and sexuality in our lives and institutions, and examines the construction of knowledge. The curriculum draws on the expanding scholarship on women and gender designed to meet three goals:

- To study gender as a category of analysis, and its intersection with race, ethnicity, class, age, sexual identity, and (dis)ability, especially within a multicultural and institutional context;
- To investigate different perspectives on gender and sexuality;
- To reflect on historical, social, cultural, economic, and political issues affecting and categorizing individual identity and sexuality.

Since the discipline underlying WGSS promotes social change, some courses include an activist or service learning component. Still others ask students to reflect on how gender-related issues and concepts of sexuality affect people's lives, including their own. Opportunities for internships and independent study allow students to individualize the major according to their interests or career goals. WGSS is valuable to students planning to attend graduate school and/or build careers in such areas as business, health care, education, government, history, law, psychology, religion, and social work. The WGSS major requires a minimum of nine courses and the minor requires a minimum of five courses, including core courses on sexuality. Students must earn a grade of "C" or higher for a course to count toward a major or minor. Students interested in a WGSS major or minor should consult the Women's, Gender, and Sexuality Studies Director for academic advising, especially since not all courses are offered each semester.

FROM WOMEN'S AND GENDER STUDIES TO WOMEN'S, GENDER, AND SEXUALITY STUDIES

MAJOR REVISIONS

Current Major in WGS

A minimum of ten course units, to include the following (a minimum of four courses must be at the 300-400 level):

- 1) Women's and Gender Studies 101: Introduction to Women's and Gender Studies (CSI, U)
- 2) History 244: Women and the American Experience (CHC, U)
- 3) Six additional courses designated as Women's and Gender Studies courses. Courses must be chosen from at least two different divisions, schools, or programs, and within those, from at least three different departments or disciplines. WGS 270, 370, 397, and 450 may also count in these six. 4) One course focused on non-western, minority, or immigrant women. Choose from among these: Anthropology 252: Gender in Cross-Cultural Perspectives (CSI, G, W)
Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)
English 129: Third World Women Speak (G, LIT)
English 259: Sex, Text, and Tradition in Black Women's Writing (LIT, U)
History 343: Migration, Ethnicity, and Race (CHC, U)
Lit/Culture 207: Language and Gender: U.S. and Japan (CSI, G)
Sociology 354: Gender and Globalization (G)
- 5) Women's and Gender Studies 490: Senior Seminar (W)

Proposed Major in Women's, Gender, and Sexuality Studies:

A minimum of **nine** courses, to include the following (with a minimum of four courses at the 300-400 level):

- 1) At least one introductory course on gender studies and feminism in the U.S. Choose from: WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI, U)
History 244: History of American Feminisms (CHC, U)
Philosophy 230: Philosophy of Feminism (AV, U)
Sociology 222: Sex and Gender in Society (CSI, U)
- 2) At least one course on gender and sexualities. Choose from:
Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)
English 381: Thinking Queer/Reading Queer (LIT, U)
Health 330: Human Sexuality (AV)
History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
Psychology 356: Psychology of Gender (U)
Sociology 380: Sociology of Sexualities (U)
- 3) Six additional courses designated as Women's, Gender, and Sexuality Studies courses. Courses must be chosen from at least two different divisions, schools, or programs (I–VI below), and at least three different departments or disciplines. WGSS 270, 370, 397, and 450 may also count for this requirement.
- 4) Women's, Gender, and Sexuality Studies 490: Senior Seminar (W)

For a list of course title and description revisions see the Consent Agenda for 10-6-2021 and the Rationale for the major/minor revisions.

REVISED AFFILIATED COURSE LIST

Courses that count for WGSS major and minor

I. HUMANITIES

English 120: Women in Literature (LIT)
English 170: Special Topics: 20th Century Women Writers (LIT)
English 222: Shakespeare's Shrews (LIT, W)
English 255: Hip-Hop: A Literary Study (LIT, U, W)
English 257/HIST 257: Promised Land (CHC, U)
English 351: Manifest Destinies: American Literature to 1865 (LIT, U)
English 370: Special Topics*
English 381: Thinking Queer/Reading Queer (LIT, U)
English 394: Death, Gender, Power (LIT)
Greek and Roman Studies 217: Race, Gender, and Ability in the Ancient World (AV, W)
Literature and Culture 251/351 Identity and Alterity in Latino Literature (LIT, U)
Philosophy 230: Philosophy of Feminism (AV, U)
Religion 106: Women, Religion, and Spirituality (CSI, G)

II. SOCIAL SCIENCES

Anthropology 245/345 World Music (IT, G)
Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)
Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)
History 144: The Gilded Age, 1865-1900 (CHC, U)
History 217: Race, Gender, and Ability in the Ancient World (AV, W)
History 244: History of American Feminisms (CHC, U)
History 249: Growing Up in America (CHC, U)
History 257/English 257: Promised Land (CHC, U)
History 343: Migration, Ethnicity, and Race (CHC, U)
History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
Political Science 220: Women and Politics (CSI, U)
Political Science 342: The Politics of Presence (W)
Sociology 222: Sex and Gender in Society (CSI, U)
Sociology 311: Marriage and Family (CHC, U)
Sociology 340: Social Movements and Politics in the U.S. (CHC, U)
Sociology 345: Intersectionality (IT, U)
Sociology 370: Special Topics*
Sociology 380: Sociology of Sexualities (U)

III. NURSING/HEALTH

Health 330: Human Sexuality (AV)
Health 351: Abuse in America (AV)

IV. NATURAL SCIENCES

Psychology 356: Psychology of Gender (U) (prerequisite PSYC 100)

V. FINE ARTS

Music 245/345 World Music (IT, G)

Theatre 370: Special Topics*

VI. WOMEN'S, GENDER, AND SEXUALITY STUDIES

WGSS 270: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 370: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 397: Internship

WGSS 450: Independent Study

*Special topics courses outside of WGSS may count, pending approval by the WGSS Director.

CC Motion 2: Revision of the Women's, Gender, and Sexuality Studies Minor

The Curriculum Council moves that the faculty approve a revised minor, changing Women's and Gender Studies to Women's, Gender, and Sexuality Studies.

MINOR REVISIONS

Current Minor.

The minor in Women's and Gender Studies requires a minimum of six courses, with at least 2 300- or 400-level courses. Only courses in which students earn a C or higher may be applied towards the minor.

- 1) WGS 101: Introduction to Women's and Gender Studies (CSI, U)
- 2) Five additional courses designated as Women's and Gender Studies. Courses must be chosen from at least two of the divisions (marked I–VI on page 2) and at least 3 different departments or disciplines. WGS 270, 370, 397 and 450 may also count in these five.
- 3) One of the five courses must focus on global/transnational issues. Choose . . . these:
ANTH 252: Gender in Cross-Cultural Perspectives (CSI, G, W)
ANTH 350: Health & Healing in Cross-Cultural Perspective (G, W)
ENGL 129: Third World Women Speak (LIT, G)
LC 207: Language & Gender (CSI, G)
LC 350: Women in Russian Literature & Cinema (LIT, G)
HIST 343: Migrations, Ethnicity, and Race (CHC, U)
Sociology 354: Gender and Globalization (G)

Proposed Minor in WGSS

The minor in Women's, Gender, and Sexuality Studies requires a minimum of five courses, with at least 2 300- or 400-level courses. Only courses in which students earn a C or higher may be applied towards the minor.

- 1) At least one introductory course in gender studies and feminism in the U.S. Select from: WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI, U)
History 244: History of American Feminisms (CHC, U)
Philosophy 230: Philosophy of Feminism (AV, U)
Sociology 222: Sex and Gender in Society (CSI, U)
- 2) At least one course on gender and sexualities. Select from:
Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)
English 381: Thinking Queer/Reading Queer (LIT, U)
Health 330: Human Sexuality (AV)
History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
Psychology 356: Psychology of Gender (U)
Sociology 380: Sociology of Sexualities (U)
- 3) Three additional courses designated as Women's, Gender, and Sexuality Studies. Courses must be chosen from at least 2 different divisions (I to VI below) and 3 different departments or disciplines. WGSS 270, 370, 397 and 450 may also count for this requirement.

For a list of course title and description revisions see the Consent Agenda for 10-6-2021 and the Rationale for the major/minor revisions. For the Revised Affiliate Course list see Motion 1 to revise the major.

Rationale for the revised major and minor: Women's, Gender, and Sexuality Studies

**Replacing the current Women's and Gender Studies major and minor*

Submitted by Carole Myscofski, Director of WGS April 2, 2021; revised September 19, 2021

- Provide a description of the revised major/minor/concentration for the University Catalog*. Provide the current major/minor/concentration description from the University Catalog*.

The current and revised major and minors (from and for the Catalog) are provided in the separate "CC Request" document, and the descriptions for the catalog and webpage are provided below along with the revised learning goals for WGSS.

RATIONALE

The minor in Women's Studies was first established in 1992 and expanded to the major in WS in 2003. Revisions to the Program direction and student interest led to its change to Women's and Gender studies in 2013, and the program faculty continue to respond to local and national trends with this new name and revised requirements as Women's, Gender, and Sexuality Studies (WGSS).

- Upon what are your program requirements based? (Are they recommended by external evaluators, supported by a survey of similar programs, externally mandated, etc.?) Three factors inspire us to transform Women's and Gender Studies to a new major and minor program, Women's, Gender, and Sexuality Studies (WGSS).

First, the core faculty currently teaching in the Women's and Gender Studies program favored this change and began discussions to this end in 2019. We recognize that national trends in teaching and research support a more expansive curriculum and a more accurate title. Gender Studies and Sexuality Studies, while always part of the foundational discipline in Women's Studies, have recently become the key designations to signal the inclusion of all dimensions and of all areas for teaching and research in this area. This trend can be readily seen on our own campus, especially with the increase of courses more concerned with gender, sexuality, and identity. For example, Sociology changed its "Women and Globalization" to "Gender and Globalization," and offers courses on "Sex and Gender," "Intersectionality," and the "Sociology of Sexualities." The English department curriculum includes "Thinking Queer/Writing Queer," and the new GRS/History course on "Race, Gender and Ability in the Ancient World" features analysis of sexual orientation and gender roles.

Second, our review of local and regional programs indicates that the change to a more inclusive curriculum and more accurate title is a growing trend for feminist studies across the Midwest, especially in our peer and aspirant group of universities, and our proposed major and minor requirements will now reflect the best practices in WGS/WGSS programs. Most larger programs include a core course on sex and gender, an advanced course on theories of gender and sexuality, and a diverse choice among cross-listed courses in the sciences, social sciences, arts, and humanities. Augustana College, for example, requires that majors take three WGSS-designated courses (the introduction, an advanced theory course, and an advanced practicum) along with another six courses in WGSS and related departments. Macalester College requires four WGSS designated courses, with another 6 from or cross-listed with sixteen different departments. Wooster College requires a total of 11 courses with at least 7 within the program (introduction, three theory/history courses, and two advanced research courses) and the rest from affiliated

faculty. In all cases we examined, the introductory study of sexuality and gender identity and advanced levels of theory courses were central to the requirements. Since IWU has fewer majors and few faculty to offer diverse course work within WGS, our new major and minor will require one introductory course that, a second course from a selection of courses on gender and sexuality studies, and add the preliminary study of theories (already present in other courses) to WGSS 101 and the advanced study of theories of feminism, sexual identity, and queer studies within the WGSS 490 Senior Seminar.

Third, the changes to the courses, the requirements, and the major program as a whole respond to the goal of “transformation” set by the Program Evaluation Task Force in 2020. Drawing on the report from the WGS Director, the PETF recommended a transformation of the WGS major with a reorientation of focus from Women’s and Gender Studies to Women’s, Gender, and Sexuality Studies. The PETF report emphasized that “this transformation should include a curricular revision as well as title change to more accurately reflect the focus of the program.” The proposal for the revised WGSS does just that.

- Is staffing sufficient? What staffing will be needed to cycle through all the required courses? • Is there sufficient student interest? How do you know?

- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Although WGSS will, like other programs that rely on faculty in the Humanities and Social Sciences, face a serious decline in staffing over the next two years, the new WGSS requirements will continue to be taught on a regular basis. Faculty will continue to teach WGSS 101 yearly, and the addition of similar introductory courses to the first requirement will make it much easier for majors and minors to begin their program. The other requirements still depend on faculty willing to create and continue to teach courses that align with WGSS, even while departmental commitments and staff are stretched thin and the university as a whole no longer seems inclined to offer support.

Student interest in WGSS may be gauged by enrollment in our core classes over the last 3 years, with most of the courses proposed to be options for the introductory requirements filling to capacity when offered. For example, WGS 101 had 25 students in Fall 2017, 24 students in Fall 2018, and 25 in Fall 2019; Phil 230 had 38 in Fall 2018 (in two sections), 20 in Fall 2019, and 39 in Fall 2020 (in two sections).

Library and other resources have been adequate for the support of WGS and will continue to be so: Ames Library has a small but separate budget for WGS, and that will continue for WGSS. Special efforts are also being made to enhance the Ames Library holdings using personal funds from Endowed Professors affiliated with these programs.

- Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)
- Does the new program overlap with existing programs? If so, please justify the duplication/overlap.

Most of the courses proposed to be options or affiliated courses for the major and minor are outside of the new program in Women’s, Gender, and Sexuality Studies, but this is simply a continuation of the range of coursework currently expected in Women’s and Gender Studies. Other departments and faculty are regularly consulted for their agreement with the WGS curriculum and their views are represented on the WGS Steering Committee. All departments

and programs whose courses or course rubrics are part of the new WGSS have agreed to continue their support.

The new WGSS program does not overlap with any existing program.

- Provide a description for the University catalog*.

Program Description (for the website)

The interdisciplinary major & minor sequences in Women's, Gender, and Sexuality Studies support the Illinois Wesleyan University's commitment to diversity and social justice through courses that open discussion about the ways in which gender and gender identity construct our lives and institutions. WGSS courses across multiple departments focus on gender issues in academic study, consider feminist perspectives in philosophy, politics and history, and challenge assumptions about women's roles, gender identities, and sexualities in American and world cultures. WGSS courses are open to all undergraduates and most offer general education credit to meet diverse IWU requirements.

Catalog Copy

Women's, Gender, and Sexuality Studies (WGSS) is an interdisciplinary curriculum that offers feminist perspectives on the human experience, analyzes the role and contributions of women in history, investigates the impact of the construction of gender and sexuality in our lives and institutions, and examines the construction of knowledge. The curriculum draws on the expanding scholarship on women and gender designed to meet three goals:

- To study gender as a category of analysis, and its intersection with race, ethnicity, class, age, sexual identity, and (dis)ability, especially within a multicultural and institutional context;
- To investigate different perspectives on gender and sexuality;
- To reflect on historical, social, cultural, economic, and political issues affecting and categorizing individual identity and sexuality.

Since the discipline underlying WGSS promotes social change, some courses include an activist or service learning component. Still others ask students to reflect on how gender-related issues and concepts of sexuality affect people's lives, including their own. Opportunities for internships and independent study allow students to individualize the major according to their interests or career goals. WGSS is valuable to students planning to attend graduate school and/or build careers in such areas as business, health care, education, government, history, law, psychology, religion, and social work. The WGSS major requires a minimum of nine courses and the minor requires a minimum of five courses, including core courses on sexuality. Students must earn a grade of "C" or higher for a course to count toward a major or minor. Students interested in a WGSS major or minor should consult the Women's, Gender, and Sexuality Studies Director for academic advising, especially since not all courses are offered each semester.

4

FROM WOMEN'S AND GENDER STUDIES TO WOMEN'S, GENDER, AND SEXUALITY STUDIES

"The Curriculum Council moves that the faculty approve a revised major and minor, changing Women's and Gender Studies to Women's, Gender, and Sexuality Studies."

Revisions to the program name, major and minor requirements, course descriptions, and list for

MAJOR REVISIONS

Current Major in WGS

A minimum of ten course units, to include the following (a minimum of four courses must be at the 300-400 level):

- 1) Women's and Gender Studies 101: Introduction to Women's and Gender Studies (CSI, U)
- 2) History 244: Women and the American Experience (CHC, U)
- 3) Six additional courses designated as Women's and Gender Studies courses. Courses must be chosen from at least two different divisions, schools, or programs, and within those, from at least three different departments or disciplines. WGS 270, 370, 397, and 450 may also count in these six. 4) One course focused on non-western, minority, or immigrant women. Choose from among these: Anthropology 252: Gender in Cross-Cultural Perspectives (CSI, G, W)
Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)
English 129: Third World Women Speak (G, LIT)
English 259: Sex, Text, and Tradition in Black Women's Writing (LIT, U)
History 343: Migration, Ethnicity, and Race (CHC, U)
Lit/Culture 207: Language and Gender: U.S. and Japan (CSI, G)
Sociology 354: Gender and Globalization (G)
- 5) Women's and Gender Studies 490: Senior Seminar (W)

Proposed Major in Women's, Gender, and Sexuality Studies:

A minimum of **nine** courses, to include the following (with a minimum of four courses at the 300-400 level):

- 1) At least one introductory course on gender studies and feminism in the U.S. Choose from: WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI, U)
History 244: History of American Feminisms (CHC, U)
Philosophy 230: Philosophy of Feminism (AV, U)
Sociology 222: Sex and Gender in Society (CSI, U)
- 2) At least one course on gender and sexualities. Choose from:
Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)
English 381: Thinking Queer/Reading Queer (LIT, U)
Health 330: Human Sexuality (AV)
History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
Psychology 356: Psychology of Gender (U)
Sociology 380: Sociology of Sexualities (U)
- 3) Six additional courses designated as Women's, Gender, and Sexuality Studies courses. Courses must be chosen from at least two different divisions, schools, or programs (I–VI below), and at least three different departments or disciplines. WGSS 270, 370, 397, and 450 may also count for this requirement.
- 4) Women's, Gender, and Sexuality Studies 490: Senior Seminar (W)

MINOR REVISIONS

Current Minor.

The minor in Women's and Gender Studies requires a minimum of six courses, with at least 2 300- or 400-level courses. Only courses in which students earn a C or higher may be applied towards the minor.

- 1) WGS 101: Introduction to Women's and Gender Studies (CSI, U)
- 2) Five additional courses designated as Women's and Gender Studies. Courses must be chosen from at least two of the divisions (marked I–VI on page 2) and at least 3 different departments or disciplines. WGS 270, 370, 397 and 450 may also count in these five.
- 3) One of the five courses must focus on global/transnational issues. Choose . . . these:
 ANTH 252: Gender in Cross-Cultural Perspectives (CSI, G, W)
 ANTH 350: Health & Healing in Cross-Cultural Perspective (G, W)
 ENGL 129: Third World Women Speak (LIT, G)
 LC 207: Language & Gender (CSI, G)
 LC 350: Women in Russian Literature & Cinema (LIT, G)
 HIST 343: Migrations, Ethnicity, and Race (CHC, U)
 Sociology 354: Gender and Globalization (G)

Proposed Minor in WGSS

The minor in Women's, Gender, and Sexuality Studies requires a minimum of five courses, with at least 2 300- or 400-level courses. Only courses in which students earn a C or higher may be applied towards the minor.

- 1) At least one introductory course in gender studies and feminism in the U.S. Select from: WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI, U)
 History 244: History of American Feminisms (CHC, U)
 Philosophy 230: Philosophy of Feminism (AV, U)
 Sociology 222: Sex and Gender in Society (CSI, U)
- 2) At least one course on gender and sexualities. Select from:
 Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)
 English 381: Thinking Queer/Reading Queer (LIT, U)
 Health 330: Human Sexuality (AV)
 History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
 Psychology 356: Psychology of Gender (U)
 Sociology 380: Sociology of Sexualities (U)
- 3) Three additional courses designated as Women's, Gender, and Sexuality Studies. Courses must be chosen from at least 2 different divisions (I to VI below) and 3 different departments or disciplines. WGSS 270, 370, 397 and 450 may also count for this requirement.

COURSE TITLES AND COURSE DESCRIPTIONS REVISIONS

Current titles/descriptions

WGS 101 Introduction to Women's and Gender Studies (CSI, U)

The study of women, culture and society through an examination of American life. Topics may include the image of women in literature, cultural variations in gender, religious and philosophical perspectives on sex and gender, issues of women's health, the relationship of gender, class and ethnicity, and specific social issues such as economic discrimination or violence against women. Offered each semester.

WGS 270 Special Topics in Women's and Gender Studies

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Designed to explore a topic of special interest in Women's and Gender Studies. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. Offered occasionally.

WGS 370 Special Topics in Women's and Gender Studies

Examination of selected topics in gender studies at the advanced level. focusing on

theoretical approaches to the study of gender. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. Offered occasionally.

WGS 397 Internship

Supervised experiential learning in Women's and Gender Studies. Students may arrange internships in consultation with a faculty member and a community-based sponsor in a relevant setting such as a not-for-profit association, social service agency or business. Prerequisites: declared Women's and Gender Studies major or minor, junior or senior standing, WS 101, and consent of the Women's and Gender Studies Director. See Career Center for additional information and forms. Offered each semester.

WGS 450 Independent Study

Individualized study (including directed readings) on a topic of interest to the student which is not normally a part of the Women's and Gender Studies curriculum resulting in the preparation of a significant end product such as a research paper or performance. Student must devise a plan of study in cooperation with faculty. Prerequisites: declared Women's and Gender Studies major or minor, junior or senior standing, and consent of the Women's and Gender Studies Director. Offered each semester.

WGS 490 Senior Seminar (W)

An advanced research and writing seminar examining a topic in Women's and Gender Studies. Students will, with the instructor, develop the seminar topic and a booklist, as well as create an activist component on the topic to present to the campus. In addition, each student in the seminar will individually research and write an analytical paper examining an aspect of the chosen topic. Offered each spring.

Proposed revisions

101 Introduction to Women's, Gender, and Sexuality Studies (CSI, U) The study of women's lives, the construction of gender roles, and issues in sexuality in American culture and society. Topics may include diverse perspectives on sex, gender, and sexual identity, personal health and sexuality, the relationship of gender, class, and ethnicity, and specific social issues such as economic discrimination or gender-based violence. *Offered annually.*

270 Special Topics in Women's, Gender, and Sexuality Studies. Designed to explore a topic of special interest in Women's, Gender, and Sexuality Studies. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. *Offered occasionally.*

370 Special Topics in Women's, Gender, and Sexuality Studies. An examination of selected topics in Women's, Gender, and Sexuality Studies at the advanced level, including theoretical approaches. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. *Offered occasionally.*

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397 Internship. Directed research and work for experiential learning with a community organization, not-for-profit association, social service agency, or business focused on issues related to sexuality, women and/or gender issues. See Career Center for additional information. Prerequisites: declared WGSS major or minor, successful completion of an introductory course

in WGSS, junior or senior standing, and consent of WGSS Director. *Offered each semester.*

450 Independent Study. Individualized study (including directed readings) on a topic not normally in the Women's, Gender, and Sexuality Studies curriculum resulting in the preparation of a significant end product such as a research paper or performance. Student must devise a plan of study in cooperation with faculty. Prerequisites: declared WGSS major or minor, junior or senior standing, successful completion of an introductory course in WGSS, and consent of WGSS Director. *Offered each semester.*

490 Senior Seminar. (W) An advanced research and writing seminar examining theory in Women's, Gender, and Sexuality Studies. Students will research and write an independent analytical paper. Prerequisites: WGSS major/minor and senior standing, or consent of instructor. *Offered each fall.*

REVISED AFFILIATED COURSE LIST

Courses that count for WGSS major and minor

I. HUMANITIES

English 120: Women in Literature (LIT)

English 170: Special Topics: 20th Century Women Writers (LIT)

English 222: Shakespeare's Shrews (LIT, W)

English 255: Hip-Hop: A Literary Study (LIT, U, W)

English 257/HIST 257: Promised Land (CHC, U)

English 351: Manifest Destinies: American Literature to 1865 (LIT, U)

English 370: Special Topics*

English 381: Thinking Queer/Reading Queer (LIT, U)

English 394: Death, Gender, Power (LIT)

Greek and Roman Studies 217: Race, Gender, and Ability in the Ancient World (AV, W)

Literature and Culture 251/351 Identity and Alterity in Latino Literature (LIT, U)

Philosophy 230: Philosophy of Feminism (AV, U)

Religion 106: Women, Religion, and Spirituality (CSI, G)

II. SOCIAL SCIENCES

Anthropology 245/345 World Music (IT, G)

Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G, W)

Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)

History 144: The Gilded Age, 1865-1900 (CHC, U)

History 217: Race, Gender, and Ability in the Ancient World (AV, W)

History 244: History of American Feminisms (CHC, U)

History 249: Growing Up in America (CHC, U)

History 257/English 257: Promised Land (CHC, U)

History 343: Migration, Ethnicity, and Race (CHC, U)

History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)

Political Science 220: Women and Politics (CSI, U)

Political Science 342: The Politics of Presence (W)

Sociology 222: Sex and Gender in Society (CSI, U)

Sociology 311: Marriage and Family (CHC, U)

Sociology 340: Social Movements and Politics in the U.S. (CHC, U)

Sociology 345: Intersectionality (IT, U)

Sociology 370: Special Topics*

Sociology 380: Sociology of Sexualities (U)

III. NURSING/HEALTH

Health 330: Human Sexuality (AV)

Health 351: Abuse in America (AV)

IV. NATURAL SCIENCES

Psychology 356: Psychology of Gender (U) (prerequisite PSYC 100)

V. FINE ARTS

Music 245/345 World Music (IT, G)

Theatre 370: Special Topics*

VI. WOMEN'S, GENDER, AND SEXUALITY STUDIES

WGSS 270: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 370: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 397: Internship

WGSS 450: Independent Study

*Special topics courses outside of WGSS may count, pending approval by the WGSS Director.

Curriculum Council Motion 3:

The Curriculum Council moves to add academic certificate requirements to the list of courses students cannot take for No-Credit in the Catalog.

Current language (*Catalog*, p. 74): Only IWU elective courses, i.e., courses which are not used to satisfy Shared Curriculum, major or minor field requirements, may be taken under this designation. In the case of a course taken in a field in which a major or minor is later declared, it may be counted toward the major or minor if the appropriate department chair approves.

New language (changes in red): Only IWU elective courses, i.e., courses which are not used to satisfy Shared Curriculum, major or minor field requirements, **or academic certificate requirements**, may be taken under this designation. In the case of a course taken in a field in which a major, **minor, or academic certificate** is later declared, it may be counted toward the major, **minor, or certificate** if the appropriate department **or program** chair approves.

Curriculum Council Motion 4:

The Curriculum Council moves to change language in the Catalog pertaining to transferring classes while currently enrolled Illinois Wesleyan, in order to better reflect current practice.

Rationale

Current language in the Course Catalog expresses a rather strong prohibition towards currently enrolled students transferring credit from other institutions. Specifically:

Page 57: "Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere."

Page 82 "Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere.)"

However, this language does not match with current practice at the university, which regularly allows transfer credit to be accepted for currently enrolled students, in accordance with faculty determination of course equivalencies. The following reasons support the removal and/or amendment of this language in order to better reflect current practices:

- As written, the language is not enforceable. For instance, if this rule is "ordinary", what exceptions exist and with what frequency can they be allowed? What weight does an "expectation" have when considering a transfer request?
- Existing rules elsewhere in the Catalog [page 80] are more clear and enforce the following conditions:
 - No more than 50% of a major program of study's courses may be external to IWU.
 - A minimum of 16 units must be taken at IWU.
 - No more than 16 course units total may be transferred from external institutions in total.
 - At least 8 of the most recent 10 course units must be taken at IWU.

CC deems these already existing rules to be sufficient to govern transfers for currently enrolled students.

- The language as written results in a double-standard between incoming students and currently enrolled students, by implying a more prohibitive transfer process for currently-enrolled students. This is concerning, because first year students come to IWU from a variety of backgrounds and have had different opportunities for earning transfer

credit prior to enrollment. This means that students who do not enroll with transfer credit are at a disadvantage in class standing (which determines registration times) and flexibility in course selection, and, furthermore, cannot “ordinarily” elect to change their status with transfer credit.

- Currently, acceptance of transfer courses is governed by chairs and directors, who respond to Registrar requests for the determination of course equivalencies. CC considers this mechanism robust in determining the question of equivalency of external credit, as it puts the discretion fully in the hands of the academic units accepting the credit.

Current Language

[page 57]

Major Field of Study

Students should select a major field of concentration before the end of their fourth semester, but this decision may be made earlier. Since applications from students desiring to enter the professional schools are considered separately and the applicants meet special requirements, it is not necessary for students accepted in these areas to make an additional declaration of major. Prior to the official selection of an academic major, each student is assigned to an academic adviser who is selected for general abilities in the area of advising and familiarity with academic regulations.

A student may officially declare a major field by completing the necessary forms in the Registrar's Office. At this time the department chairs or school director involved may become the student's advisor, or may assign this responsibility to another member of the faculty with expertise in that area. Students with special interests may design their own major from among two or more departmental curricula (see “Special Interdisciplinary Majors and Minors”).

Majors in the professional schools must necessarily specialize more intensely than do those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field and no more than 14 major courses may be counted toward the bachelor's degree, which requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students' major field of study.

Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.

[page 82]

Course Credit Transfer for Currently Enrolled Students

Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere. Currently enrolled students may not earn transfer credit except by request and approval from the Registrar.

Course credits will be accepted only if those credits are judged by the Registrar to be Illinois Wesleyan University course equivalents. For courses to be considered course equivalents, they must be offered by a regionally accredited institution and be acceptable for credit towards a degree at that institution and, regardless of method of delivery, they must be equivalent both in rigor and, when appropriate, in content to a corresponding course or course category, as articulated by IWU faculty. Although requests for exceptions will be considered, to be successful they will need to show that taking a course elsewhere furthers some valid educational objective.

Matriculated students at Illinois Wesleyan can earn no more than 4 units of Shared Curriculum credit through a combination of credit by examination and courses transferred from other institutions, except for courses in approved off-campus study programs. Online coursework may not be applied toward fulfillment of second language or science lab requirements. A student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at Illinois Wesleyan. The Registrar, the Associate Dean of Curricular and Faculty Development, department chairs/school directors shall evaluate all requests for transfer credit for Shared Curriculum courses and flags.

For courses to count toward a major or minor, approval must be given by the department chair or program/school director.

Students may also be required to provide course descriptions or additional information (for example, syllabi), as requested. Course credits with grades below a “C” will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted.

Proposed Language

Added text has been included in red.

~~Deleted text is indicated by strikethrough.~~

Major Field of Study

Students should select a major field of concentration before the end of their fourth semester, but this decision may be made earlier. Since applications from students desiring to enter the professional schools are considered separately and the applicants meet special requirements, it is not necessary for students accepted in these areas to make an additional declaration of major. Prior to the official selection of an academic major, each student is assigned to an academic adviser who is selected for general abilities in the area of advising and familiarity with academic regulations.

A student may officially declare a major field by completing the necessary forms in the Registrar's Office. At this time the department chairs or school director involved may become the student's advisor, or may assign this responsibility to another member of the faculty with expertise in that area. Students with special interests may design their own major from among two or more departmental curricula (see “Special Interdisciplinary Majors and Minors”).

Majors in the professional schools must necessarily specialize more intensely than do those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field and no more than 14 major courses may be counted toward the bachelor's degree, which requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students' major field of study.

~~Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered; to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.~~

Under no circumstance may more than 50% of a major course of study be taken at institutions other than Illinois Wesleyan . Currently enrolled students may only earn transfer credit towards their major by request and approval from the department chair or program/school director and the Registrar (see Credit for Work External to Illinois Wesleyan).

[page 82]

Course Credit Transfer for Currently Enrolled Students

~~Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere.~~ Currently enrolled students may not earn transfer credit except by request and approval from the Registrar. Course credits will be accepted only if those credits are judged by the Registrar **in consultation with faculty chairs and directors of programs/schools** to be Illinois Wesleyan University course equivalents. For courses to be considered course equivalents, they must be offered by a regionally accredited institution and be acceptable for credit towards a degree at that institution and, regardless of method of delivery, they must be equivalent both in rigor and, when appropriate, in content to a corresponding course or course category, as articulated by IWU faculty. Although requests for exceptions will be considered, to be successful they will need to show that taking a course elsewhere furthers some valid educational objective.

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For courses to count toward a major or minor, approval must be given by the department chair or program/school director.

Students may also be required to provide course descriptions or additional information (for example, syllabi), as requested. Course credits with grades below a “C” will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted.

PAT Written Report
IWU Faculty Meeting, October 6, 2021

Committee Members: Jason Themanson (Chair), Ilia Radoslavov (Vice Chair) Zahia Drici, Amanda Hopkins, Jean Kerr, James Plath, Mark Brodl (*ex-officio*)

PAT has met four times since the September 1 faculty meeting. The committee has been working on examining and revising the Faculty Handbook language as it pertains to the review and promotion of PE faculty, coaches and athletic trainers in order to bring it more in line with the corresponding language for all other faculty.

PAT will begin reviewing promotion cases shortly after the October 15 deadline. No tenure cases this academic year.

Proposal

Reclassify CETAL from an administrative committee, in which the Provost appoints a chair and additional faculty members are appointed by Nominating Committee, to an elective committee.

Rationale

This proposal is in response to the recent changing and expanded role of CETAL, and was developed in consultation with the Provost. Even before the pandemic, CETAL was at a point of transition. Many of its objectives and initiatives had been tied to a 2016 Mellon Grant, and as those had been fulfilled, new imperatives on campus necessitated a reconsideration of CETAL's structure and operations. Last semester, CETAL developed plans for larger-scale, sustainable programming given an increased, stable budget and began collaborating with the Center for Engaged Learning. In addition to responding to the expanded role of CETAL, this change is also motivated by an interest in empowering the faculty body with more leadership and control over faculty development efforts and the use of council resources.

Handbook Language

Membership in CETAL in recent years has not been aligned with current handbook language. Two of the positions—the Writing Program Director and the Technology Fellow—are not currently filled/active. Also, the “pivot” online in March 2020 necessitated additions based on the particulars of that experience. CETAL took into account all of this information, along with recent experience, particularly that of AY 20-21, when proposing membership, including the number of elected faculty.

Current Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

- a. Mission: The mission of the CETAL is to support teaching and learning at IWU by fostering the pedagogical development of IWU faculty. Its functions include
- identifying high impact teaching methods and best practices in teaching and learning, including best uses of technology
 - organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy
 - advising the Associate Dean of Curricular and Faculty Development on matters related to teaching and learning
- b. Membership:
- two faculty appointed by the Nominating Committee
 - the Chair of the CETAL, a faculty member appointed by the Provost in consultation with the Associate Dean and the CETAL
 - two students chosen by Student Senate
 - the University Librarian, ex-officio
 - one ITS staff member from the Thorpe Center
 - the Technology Fellow (described below)

- the Writing Program Director, ex-officio
- the Associate Dean of Curricular and Faculty Development, ex-officio, non-voting
- other individuals or groups, depending on CETAL's focus for the year

The Chair of CETAL is to be a faculty member appointed by the Provost in consultation with the Associate Dean and the CETAL. The Chair of CETAL will serve a three-year term, and will receive one course release per year.

The CETAL replaces the Mellon Center Advisory Committee and absorbs the teaching and learning functions of the Teaching, Learning and Technology Roundtable (TLTR). The policy functions of the TLTR are absorbed by the University Technology Forum (UTF).

Proposed Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

a. **Organization.** The Council for Excellence in Teaching and Learning shall consist of five faculty elected according to the procedures prescribed in Article V, with new elected members rotating on and off at the new calendar year. These members shall serve two-year terms, with at least two members elected in alternate years in order to preserve continuity. Committee members will also include two members from ITS and one or two students chosen by Student Senate. Additionally, the University Librarian, Director of the Writing Center and Tutoring Service, and a Director from an office that represents high impact practices (rotating among Study Abroad, Internships, and Action Research Center) or their designates will serve as ex-officio members. The Associate Dean for Curriculum and Instruction will be a non-voting, ex-officio member. Other individuals or groups may be invited as members depending on CETAL's focus for the year. The committee shall elect a Chair from the elected faculty members who are tenured or on the tenure-track. The position of secretary shall rotate among the elected members of the faculty (excluding the Chair). A majority of the elected membership shall constitute a quorum for the conduct of business.

b. **Functions.** The Council for Excellence in Teaching and Learning serves to support teaching and learning at IWU by fostering the pedagogical development of faculty. Its functions include identifying high-impact teaching methods and best practices in teaching and learning, organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy, coordinating with the Center for Engaged Learning leadership on matters related to student engagement and success, and advising the Associate Dean of Curriculum and Instruction on matters related to teaching and learning.

c. **Reports and Records.** The Council shall report to the General Faculty Meeting. The Council shall maintain and archive through the end of the academic year a full record of all minutes and actions.

URAC Faculty Meeting Report for October 6th, 2021

URAC met on September 9th and September 23rd, 2021.

URAC is currently focused upon two priorities. First, we are preparing a student workshop which will feature scholarly and artistic opportunities at IWU. The workshop will take place on October 20th at 11AM. This workshop will be held virtually and event details will be sent out shortly. At this workshop, we will try a new approach which prioritizes IWU students' voices and experiences. We are inviting multiple IWU students to speak at this event and share their meaningful scholarly and artistic experiences with their peers. Second, URAC is collaborating with Admissions to create a 2-minute promotional video featuring current IWU students sharing their experiences with scholarly and artistic endeavors. This video is intended to provide prospective students and current students with insights into the diverse opportunities available at IWU.

Respectfully submitted,
Maggie Evans(Chair)
Bill Hudson
Will Jaeckle
Tyler Schwend
Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, 6 October 2021
Brandi Reissenweber, Chair

CETAL has met four times since the 1 September 2021 faculty meeting. Our efforts have been focused on faculty development programming and continued discussion and work regarding proposed changes to CETAL.

Faculty Development Programming: CETAL is planning a series of programming opportunities to support a community of practice around race, equity, and inclusion in the classroom. To that end, CETAL has put out a call for participants who are interested in joining teaching circles focused on this effort. At the writing of this report, sign-ups are ongoing, and the opening event is scheduled for Monday, 4 October. CETAL also anticipates offering other development opportunities in race, equity, and inclusion in the classroom this semester, and is currently in conversation with workshop facilitators. CETAL engaged the Office of Diversity and Inclusion to collaborate on this planning. The Council is grateful to Sharla Brown-Ajayi, Director of ODI, for her insights. Additionally, work is underway to launch the second season of CETALk, the Council's pedagogy podcast.

Proposed Changes to CETAL: The Council completed proposed handbook language to accompany the proposal and rationale Nominating Committee is bring to the faculty regarding changing CETAL to an elective committee. Additionally, CETAL has continued to discuss a proposal to reorganize funds and duties of both the Faculty Development Committee and the Council, with resources and efforts uniformly aligned—FDC taking on the work of supporting faculty in scholarly and artistic development and CETAL focusing on supporting faculty in teaching, learning, and curricular development. CETAL is currently working with FDC, and in consultation with the Provost, on a proposal the two committees will jointly bring to CUPP.

Faculty Announcements 10-6-2021

Dr. Noël Kerr, Associate Professor, School of Nursing, has been appointed to the Board of Directors for the Illinois Symphony Orchestra.

Shared by Gavin Leach:

I would like to promote two interdisciplinary entrepreneurial events called – **Get Started!** and **The Entrepreneurship Fellowship**. Both of these collaborative opportunities are open to any and all majors. The details of these events are as follows:

Get Started!

What: Students will “pitch” their ideas to an audience of their peers who will then vote on the best idea. DTE will offer up to \$500 in immediate funding for the winner of the populous vote.

When: Thursday - Oct 28th

Where: The Idea Center (Memorial Center next to Starbucks) – 5 to 6 PM

Why: Apple Giveaways, raffle prizes, free food, and awesome experience.

Entrepreneurship Fellowship

What: If you have a strong business idea, are a passionate innovator, entrepreneurially minded and interested in developing your business idea, then submit your proposal for the IWU Entrepreneurship Fellowship for a chance to receive a \$5,000 grant.

When: Online Applications due October 11th

Where: Submit online at <https://www.iwu.edu/entrepreneurship/entrepreneurial-fellowship.html>

Why: An Entrepreneurship competition where the winning student is awarded the opportunity to pursue his/her business idea supported by a \$5,000 grant, a faculty supporter, and an entrepreneurial mentor.

Thanks again for the opportunity to submit these events to the various interested parties.

I can be reached at gleach@iwu.edu if you have any questions. Please refer to the flyer if you want to promote in your classes.



Faculty Announcements 10-6-2021

Shared by Carmela Ferradns:

***Sabor Con Fusión* live performance**

Friday, October 8th, 7:00-8:30pm

Kemp Commencement Plaza (outside State Farm Hall)

Hansen Court in case of inclement weather

Please mark your calendars for Friday, October 8th at 7:00PM for live salsa/merengue music and dance in celebration of the rich diversity of the Hispanic world. We will have a 12-musician band from Urbana-Champaign, "Sabor Con Fusión", with sounds from all over Latin America. Be prepared to learn a couple of basic dance moves and enjoy the evening!

This event is not open to the public. We kindly ask that you honor the [Titan Pledge](#) at all times while on campus.

Brought to you by the International and Global Studies Program (IGS); The Department of World Languages, Literatures and Cultures (WLLC); the School of Music (SoM); and the students of SALSA ORG. For more information on the event, please email Carmela Ferradns cferrada@iwu.edu, Cristina Almeida malmeida@iwu.edu, or Adriana Ponce aponce@iwu.edu

Enjoy wrapped foods around the world

October 4th through 8th at The Commons from 11am to 1 pm daily.

\$5.00 lunch for faculty and staff

With trivia games each day created by IGS senior Andrew Tietz: the student winner will get a Munch Money card (value \$25). Check the QR codes for the games every day at The Commons!

Monday October 4- Argentinian beef empanadas with black beans & rice and fried plantains

Tuesday October 5 - Indian Samosas and dipping sauce with basmati rice and chana masala (chaat)

Wednesday October 6- Vietnamese spring rolls, nuoc cham and hoisin dipping sauces with Thai cucumber salad with sesame ginger dressing

Thursday October 7 - Chinese dumplings & potstickers with dipping sauce, vegetable fried rice and sauteed vegetables (Chinese broccoli, green beans & bok choy)

Friday October 8 - Polish pierogis with kielbasa and roasted carrots & parsnips.

For more information, please contact Carmela Ferradns cferrada@iwu.edu or Andrew Tietz atietz@iwu.edu

Shared by Carmela Ferradns:

Call for Proposals-IGS Small Grants

International and Global Studies Program (IGS)-Fall, 2021

Funds: The IGS Program will offer four \$1000 grants in December 2021 for courses to be taught during the 2022 calendar year.

Deadline: Friday November 5th, 2021 by 4:00 PM for courses to be taught during Spring, May Term, Summer Term, or Fall 2022.

Call for Proposals-IGS Small Grants contd

Description: The International and Global Studies Program (IGS) invites tenure-track faculty and instructional staff in all disciplines to apply for grants to develop or significantly modify a class assignment, project, or course module that examines issues of diversity, identity and inequity in a transnational setting or within a particular area of the world outside the US. We seek assignments, projects, and course modules that involve faculty/student collaboration, and/or develop community-based learning components to an existing course.

The proposed assignment, project or course module may be planned for any existing course, at any level. We are particularly interested in developing assignments, projects, and course modules for 100 and 200-level courses in the Shared Curriculum that introduce students to thinking about the world's most pressing issues, such as food security, inclusive growth and migration, climate change, global health, issues of identity and belonging, and social marginalization. For more information, please see the IGS webpage or email Carmela Ferradáns, cferrada@iwu.edu

IWU Freeman Asia Internship Program Summer 2022

Funded Internship Opportunities in Asia: Japan, Philippines, Taiwan

Information session: 4:00 p.m., Thursday, October 21, 2021

Venue and Format TBA

Planning for the Summer 2022 IWU Freeman Asia Internship in Japan, Philippines and possibly Taiwan is moving forward. We are cautiously optimistic that the program will run but will make final determination around the middle of March based on information from various resources.

Through the generous support of the Freeman Foundation, IWU will be able to support around 34 students to do internships in Asia for 6-10 weeks in summer 2022. This opportunity is available to both domestic and international students who are sophomores or juniors at the time of application and who will return to the IWU campus for at least a semester following the internship. Funding support includes: airfare, housing, living allowance (up to \$1,200 or equivalent) and all internship placement and visa costs. Students will have to pay summer tuition cost.

Watch for more detailed information at the IWU Freeman Asia Internship Program page at the Study Abroad website and/or the Hart Career Center website.

- Additional information session: Tuesday, January 11, 2022 at 4:00 p.m.
- Watch for announcement on venue and format
- Application Deadline: January 30, 2022

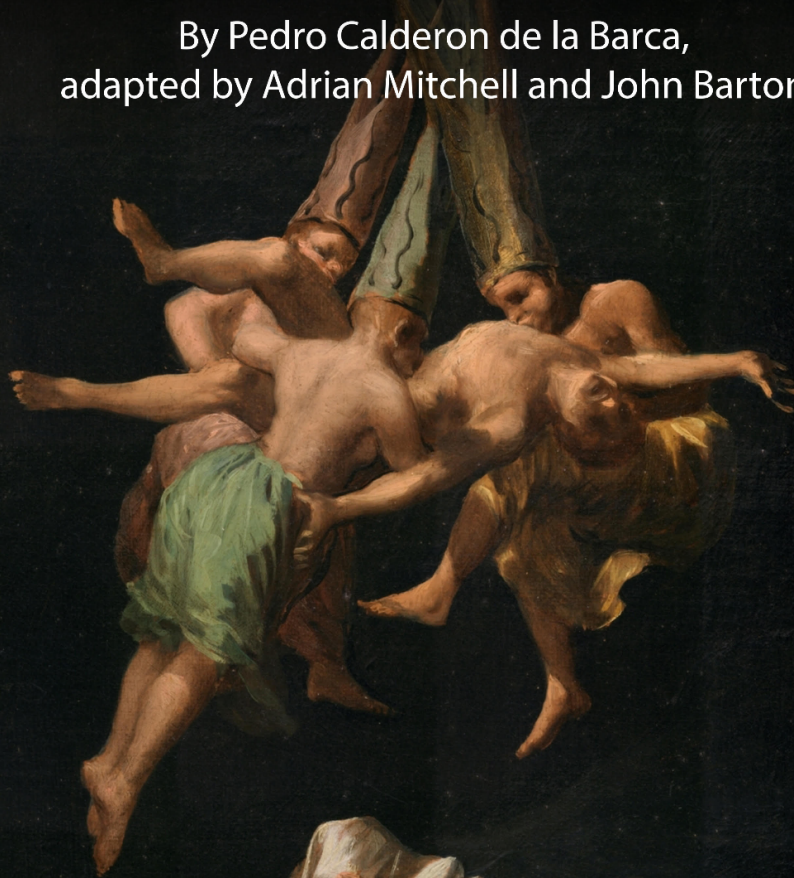
For more information, contact Teddy O. Amoloza at tamoloza@iwu.edu

The Illinois Wesleyan University
School of Theatre Arts Presents

ILLINOIS WESLEYAN UNIVERSITY 

Life's a Dream

By Pedro Calderon de la Barca,
adapted by Adrian Mitchell and John Barton



Streaming all day October 22-24, 2021

IWU Students/Faculty/Staff tickets: \$5.00 each individual/\$15.00 for family

General Admission tickets: \$12.00 each individual/\$25.00 for family

Please visit our website to purchase tickets: www.iwu.edu/theatre/season

<https://www.iwu.edu/theatre/season/>

Shared by Chris Sweet:

[Open Access Week](#) (Oct. 25-31) is an opportunity for academic and research communities to continue to learn about the benefits of Open Access and Open Educational Resources. The Ames Library faculty are offering multiple educational opportunities during Open Access Week.

Exploring Open Educational Resources Faculty Panel

Following a brief introduction to OER, faculty members from Educational Studies, Psychology, Political Science, and Theatre Arts will briefly describe their experiences with exploring OER options to replace traditional course materials. Panelists will then take questions from the audience. This work was funded by [small OER grants](#) from the Ames Library.

Monday Oct. 25, 4:15-5:15 PM

In-person in the Beckman Auditorium, Ames Library

or Zoom livestream:

<https://us02web.zoom.us/j/86897572137?pwd=MmloMXY3MHRPZ0ZKRTFudUxteDU0UT09>

Copyright Basics/Q&A

Stephanie Davis-Kahl, University Librarian & Copyright Officer, will review our [Copyright guide](#) with a focus on teaching and learning.

Tuesday, October 26, 4:30–5 PM

Zoom only: <https://us02web.zoom.us/my/stephaniedk>

Extending the Reach of Scholarly and Creative Works

[DigitalCommons@IWU](#) is one component of IWU's own contribution to Open Access. In this session, Meg Miner will provide an overview of the ways DC@IWU and its companion platform Selected Works help expand the audiences for student and faculty work.

Wednesday Oct. 27, 12:10-12:40 PM

Zoom only:

<https://us02web.zoom.us/j/82079824716?pwd=WmJobDV2djBRc2FmRm00Y25GSU5GZz09>

Beyond the Book: OER Learning Objects

While textbooks may be the first open educational application that springs to mind, much of the OER movement has focused on open educational objects: discrete pieces of information that can be used in various contexts and combinations. This presentation will introduce you to several library-produced objects centering around fake news and plagiarism and allow you to have a voice in what other objects would best serve the IWU community. Presented by Abby Mann, Online Learning Librarian

Thursday, Oct 27, 4-430 PM

Zoom only: <https://us02web.zoom.us/j/4822493204?pwd=TGpialgxR1hRZFc1NUNMYjFhL3M5Zz09>